
Ontario School Books

Testimony of

Mr. George N. Morang

of Toronto, Canada,

Before the

Investigating Committee

of the

Georgia Legislature

April 3, 1914

ATLANTA, GA.

F5012
1914
M829

The EDITH *and* LORNE PIERCE
COLLECTION *of* CANADIANA



Queen's University at Kingston

12⁰⁰
75

Ontario School Books

Testimony of

Mr. George N. Morang

of Toronto, Canada,

Before the

Investigating Committee

of the

Georgia Legislature

April 3, 1914

ATLANTA, GA.

F5012

1914

M829

Ontario School Books

Testimony of

Mr. George N. Morang

of Toronto, Canada,

Before the

Investigating Committee of the Georgia Legislature

Dr. G. R. Glenn:—"We would like Mr. Morang to tell us how this thing broke loose in Canada, and what the law is up there, and all about the movement."

Chairman M. L. Brittain:—"If there is no objection, it will take that course, except that I want to ask Mr. Morang—I hate to do it, but it is solely in the interest of time—that he be as brief as possible.

REMARKS BY MR. MORANG.

Mr. Chairman and Gentlemen:—"I suppose you would like to know why I am here. I will tell you. A week ago, last Monday, a dignified looking gentleman walked into my office in Toronto, and introduced himself as Dr. Alfred Iverson Branhams, of Atlanta, Georgia. I had never seen him before, nor did I know that he was coming to Toronto. He told me that he had come to Toronto to study the Ontario Book System and asked me if I would tell him something about it. I was very busy at the time and requested him, if convenient, to call again in two or three hours; in the meantime I would get some facts together. On his return, I went into the subject with him as thoroughly as I could, and advised him to see other men in Toronto who were interested in the school book business. He went away and interviewed them, and returning later reported that they had corroborated my statements. I told him

in the beginning that I was out of the school book business; that I had sold it after the Ontario school book scheme had been introduced. My only interest in it now was on account of my interest in authorship, which the Ontario system is tending to destroy. He remarked, "You seem to be the only man who will 'talk out in meeting,' the others whom I have interviewed are in the text book business, and do not want to incur the displeasure of the officials of the Education Department by talking for publication. You seem to be the only independent man I have talked to. I would like your views on this subject repeated to the Committee in Atlanta, which is looking into this question."

Question by Mr. C. R. McCrory:—Who told you that, Professor?

Mr. Morang:—Please do not call me professor; for I am not a professor.

Question by Mr. C. R. McCrory:—Is he connected with the American Book Company? State Agent?

Mr. Morang:—You ought to know that.

Mr. Morang (continuing)—I intimated to Dr. Branham that if he wanted me to go to Atlanta I should have to think it over. I wish to make it plain to you, gentlemen, why I am here. I am extremely busy at this season of the year, and only with great difficulty, and at considerable inconvenience, could I arrange this visit. But Dr. Branham was so candid, and explained the situation in such a fair way that I finally promised him that I would go. He said, "Now Mr. Morang, what will it cost?" I replied that I was not a lawyer looking for a fee, but as the situation interested me, and as a personal favor I would be prepared to undertake the journey, providing my expenses were forthcoming. I am going into this, gentlemen, as I want to make it perfectly clear to you that I am not acting as an agent of any company or any interested party or faction connected with this investigation. And so I am here.

CANADIAN EDUCATION DEPARTMENTS.

Now, you may like to know something about the Education Departments of the various Provinces in Canada; in fact, it will be necessary for me to tell you something about these in order to make what I am about to say clear. The Minister of Education in each of the Provinces is a member of the Cabinet of the Government in power. When a party assumes

control of the Government, the Leader of that party in the House is the Premier, who corresponds in some respects to your Governor. The Premier selects his Cabinet from the members of the Legislature. The Minister of Education is a member of his Cabinet, and is of course a politician. He is first and foremost a politician.

Mr. C. R. McCrory:—I object to that. That's a conclusion. Judge Nunnally:—Well, we all know that.

Mr. C. R. McCrory:—That's nothing to his discredit. I know a good many men that are politicians, and good ones too.

Mr. Morang:— I assure you, sir, that often **they are good ones!**

Question by Mr. McCrory:—You told them that in your testimony before the Text Book Commission in 1907, didn't you?"

Mr. Morang:—Told them what?

Mr. McCrory:—That they were politicians.

Mr. Morang:—Certainly, I have always said they were politicians.

Mr. McCrory:—You testified in 1907 before the Text Book Commission, didn't you?

Mr. Morang:—Yes, sir.

Question (started) by Mr. McCrory. You are—

Mr. Morang:—I beg your pardon, sir, the Committee has asked me to tell my connected story, and I do not want to be interrupted.

(The Chairman put a motion that it was the desire of the Committee that Mr. Morang be not interrupted until he had finished; then he could answer questions. The motion prevailed.)

ORGANIZATION OF DEPARTMENT.

Mr. Morang:—The Minister of Education, after his appointment, goes back to his district again for election, and is usually re-elected. As a member of the House, he takes part in political discussions, particularly those affecting his department. He has under him a Deputy Minister and a Superintendent of Education and numerous officials who are appointed by the government. The real work of the department is done by these officials. In the new Provinces, young and energetic men are usually appointed to these positions. In some of the older Provinces, however, where one party has been in power for a

long time, the Deputy Minister of Education is an old hand at the business and knows the political situation as well as the Minister. He often becomes so timid, so afraid of doing anything that will cause his department to be criticised in the House, that his work becomes very ineffective from an educational point of view. He often resorts to all sorts of measures to prevent any changes in the department, particularly changes in the text books. A change in a book necessitates children buying new books, and he may be criticised for this. For example, in the Province of Nova Scotia, they had a set of readers which had been in use for about twenty-seven years. These readers were out of date; they contained geographical names which had disappeared from the face of the earth, and which had been eliminated from all modern geographies; they alluded to men as living who had been dead for years. The Superintendent of Education was repeatedly asked if he did not think it was time to adopt a new set of readers. The Government finally decided to take a step in this direction, and appointed a committee composed of well known educationalists to look into the matter. The committee, after deliberating for a year or two, reported in favor of new readers. The Government, after considering the matter for about two years, awarded the elementary readers to our Company, and the advanced readers to Messrs. Nelson of Edinburgh, Scotland. There could be no suggestion of favoritism in this heterogeneous adoption. The Superintendent of Education informed us that he would have to examine and pass on the contents of the books and all illustrations. These were submitted to him in due course and approved by him. In one of the books there was an illustration entitled "Her First Lesson," a reproduction of a famous Dutch picture, which seems to be in nearly all elementary readers. It is a picture of an old man, with a pipe in his mouth, teaching a child to read. After the first lot of readers were received at the Department of Education in Nova Scotia, we received a long telegram saying, in substance, that the Government could not accept the books, as the illustration which I have referred to was "an insult to the Anti-Tobacco League of Nova Scotia." We wrote the Superintendent and pointed out that he had passed this picture. It turned out, however, that his telegram to us was hastily sent to guard him against any criticism from any Anti-Tobacco advocates in Nova Scotia. In a subsequent edition, we took the pipe away

from the old man in the picture in order to pacify the frightened official. This is a typical example of the spirit which in the course of time pervades nearly every Department of Education in Canada which is under the direction of a politician.

CONDITIONS IN ONTARIO.

Now, to come to the Province of Ontario, I want to make it plain to you that the readers which were replaced by the ones now in use, had been adopted and in use in the schools for over twenty years. The party which was responsible for their adoption had been in power for a long time. The Ontario Readers, as they were called, were out of date and were, as a whole, so poor that even the Government admitted that the time had come for a new set of books. "But," they said "we have been in power for a long time, and it is doubtful whether we will win another election or not; we cannot make any radical change in the text books at the present time." They had from time to time, since the first adoption, patched up some of the books and had added one or two cheap supplementary primers. When the Government again appealed to the people for election, the text book question was an important issue, one of the most important issues of the campaign. The Opposition Party proclaimed that the text books in use were "Rip Van Winkle books," and the cartoons in some of the papers pictured the Minister of Education as waking up from a twenty years' sleep to find readers, grammars, and histories twenty years old and out of date. The result of the election was that the government was defeated and the Whitney Government, which is the government now in power, was elected by a very large majority. With the avowed policy of overhauling and improving the text books of the Province, the Whitney Government was formed, and R. A. Pyne, a medical doctor, was made Minister of Education. A. H. U. Colquhoun, a journalist, was made the Deputy Minister of Education. As these men were not educationalists, the Government determined to have a man in the Department who understood the educational system of the Province, and therefore, created the office of Superintendent of Education and appointed to it John Seath, who for many years had been a High School Inspector. He was also the author of a high school grammar, on which he received a royalty, and which was adopted and used in the schools which he regularly inspected.

Later, a text book editor and manufacturing expert was required. D. J. Goggin, formerly Superintendent of Schools in the Northwest Territories, was appointed to this position. The Minister of Education, being a politician, finds it necessary on occasions to review and sing the praises of the work done in his Department. Mr. Goggin, on such occasions, is the Departmental Yodler.

Numerous other officials have been added to the staff. Thus the working force of the Department has been greatly increased and the expense of running it, in comparison with former years, likewise greatly increased.

THE WHITNEY GOVERNMENT PLAN.

After the Whitney Government had been in power a year or more the people began to ask, "What about the text book policy of this new Government?" This made the Government a little more active, and it appointed a Royal Commission "to enquire into and report upon the reasonableness of the present prices of school text books now in the authorized list, and to enquire into the prices of such publications elsewhere." The members of this Commission visited various cities of the United States, and looked into the manufacture of school books in Boston, New York, Cincinnati and Chicago, and came back fully convinced that the books in use in Ontario were indeed "Rip Van Winkle" Books.

Various publishers and printers from Toronto and elsewhere, were called before the Commission and questioned as to manufacture, prices, contracts, profits, etc. The Commission finally adjourned, and in due course made a report. It took the Whitney Government nearly three years to reach this stage, although everyone who took any interest in the educational affairs of the Province knew that the text books, with a few exceptions, were as poor as they could be, and quite as deplorable as the Commission reported them to be. A few of the modern text books which my Company published were used for supplementary purposes. With the exception of a small book on agriculture, we had no exclusive adoption. The contracts with the publishers for old Ontario readers had expired, but the new books were being used from year to year as the Government had not announced its policy regarding new books.

The Whitney Government's first term in office was nearing the end; another election was approaching. The Govern-

ment thought it would not do to appeal to the country again without showing the people that it had done something to relieve the text book situation. They had made no improvements. It was reported that a new set of readers would soon be adopted. The publishers of the old books had a fairly large stock of them on hand and were somewhat alarmed at this report, fearing they would be left with a stock on hand which they could not dispose of at any price. Notwithstanding the fact that no new readers were in sight, and that it would probably take two years to prepare a suitable set, it was suddenly announced that the retail price of the Ontario Readers had been reduced from \$1.15 a set to 49 cents a set, less a discount of 20 per cent., making the net price 39 1-5 cents. Every politician on the Government side, from the stump, held the old books up to the voters and declared that the Government, by this reduction, would save the people of Ontario thousands of dollars a year. The Liberals, who were in opposition, said, "These are job lot Readers; the contract has expired and the publishers are selling them for what they can get; if the Government adopted new readers, the old books would not be worth the paper they are printed on." They also said: "Wait until the government authorizes a new set of readers and then see what the price will be."

A NEW SET OF READERS.

The Whitney Government was again returned to power by a large majority. They did not need the reader subterfuge to help them regain power, but the "Cheap Book" cry was a good political slogan and made some of the people believe that the Government had really "made good." I contended for BETTER BOOKS and pointed out to the political agitators, time and time again, that many of the old public school books **could not** be replaced with new and up-to-date books in every respect, at a lower price. A few of the public school books and some of the high school books could have been replaced at a somewhat **lower** figure. A fair and honorable adjustment of the whole business could have been made; an arrangement satisfactory to publishers, authors and the public alike. Public sentiment was not in favor of striking the publishing business and authorship a crushing blow. After the election the officials of the Education Department realized that they were in an awkward position, and it took some time to

devise a scheme to help them out of their dilemma. They looked into the California scheme and came to the conclusion that the Department would not go into the printing business. Finally a most ingenious scheme was devised, the Department deciding to make a new set of reader plates and advertise for bids for the printing and publishing of the books for a term of ten years. This was done, and bids called for.

MR. McCRORY INTERRUPTS.

Mr. C. R. McCrory:—Is all that to go into this record as testimony, all this argument, and what his opinions are, and all?

Mr. Shuptrine:—Let him finish, and then you can ask him anything you desire. I think we ought to have the benefit of this. I think it is very important, myself.

The Chairman ruled that under the motion as heretofore carried, the speaker should proceed without interruption.

Mr. Morang (continuing) :—It had taken the Government about five years to reach this stage. When the bids were opened, it was found that the T. Eaton Company, owner of a large departmental store in Toronto, was the lowest bidder, having bid exactly 49 cents, the retail price of the job lot of readers. The Eaton Company was of course awarded the contract. The other bidders shook their heads and said, "It is very queer that the Eaton people had the wonderful instinct to bid 49 cents, the exact price which the Government paraded before the people during the recent political campaign."

THE EATON CO'S PRINTING OFFICE.

I must add that the Eaton Company have a printing office of their own, which they enlarged many years ago to do their own work, after having trouble with the labor unions, which refused to allow their members to work on any of the Eaton jobs in union printing offices.

A set of arithmetic plates was made and bids were asked for. The printing and publishing of this book were awarded to another departmental store, which had no printing office, and which sells the book for less than the cost of manufacture.

A set of grammar plates was made and bids asked for. This was awarded to a firm manufacturing a certain brand of writing paper. The authorities allowed this Government text

book to be issued bearing the name of the brand of writing paper the firm in question was endeavoring to make popular in the Dominion.

When this Government scheme was announced I made up my mind that the school book business in Canada, as well as in Ontario, was doomed. In fact I was informed by a prominent official of the Education Department that in so far as Ontario was concerned there would be no profit in school books for publishers. I had worked very hard for a number of years to modernize and improve the text books in Canada, and had accomplished much, which I can easily prove. You can imagine, gentlemen, how I felt regarding the Government's school book scheme. The Whitney Government had no grievance against me; on the contrary I consider they were under an obligation to me for exposing the rottenness of many of the old Ontario text books, and for the assistance which I gave their Royal Commission.

ONTARIO PLAN AN ADVERTISING SCHEME.

The apparent saving to the country of the Ontario school book scheme is a sheer fallacy and a misrepresentation of the truth. At a cost of many thousands of dollars, the Education Department makes plates for books. These plates are handed to the firms which send in the lowest bid. The business is thus reduced to a printing contract only. The work is done principally by departmental stores and printers for advertising purposes, which, having the most costly part of the work done for them by the Government at the expense of the taxpayers, are able to produce the text books at a very low price and sell them at less than cost. The advantage gained by the department stores in reaching the homes of thousands of families throughout the Province must be apparent to most people. As an advertising scheme it is probably worth all it costs the successful bidders. One cannot blame the departmental stores for taking advantage of such an opportunity to advertise their business at the expense of the small taxpayers and the book sellers and storekeepers of the small country towns. But what is one to say of a Government which makes such a method of advertising possible and allows the Ontario text books to be used for advertising purposes? What can one say of a Department of Education which resorts to all sorts of subterfuges and cheap demagoguery to

gain its political ends? I say, gentlemen, the Ontario text book policy is contemptible; it is unfair to publishers and authors alike. The cost of composition and platemaking is entirely lost sight of, a circumstance which could not occur in a private firm, because a private firm has not unlimited capital which need not be accounted for. In fact, the huge cost of the Government scheme (out of which they made so much party capital) they are afraid to bring to light because by so doing they will strike a serious blow at the reputation gained by them in reducing the price of school books.

Like other Government contracts all over the world, the cost of making the plates was higher than if they were produced by a private firm, because a private firm would be compelled to cut expenses to the last cent. This method of supplying the school books does not obtain in any other part of the world.

I do not know of a business man in Toronto, who understands the Government scheme, who will say a good word for it. I know one prominent business man, a strong supporter of the Whitney Government, who not only openly opposed the scheme, but wrote a strong letter to the Premier against it, as he wanted his attitude regarding it to be a matter of record.

I will read you what some of the Toronto publishers said when the contract was awarded to the T. Eaton Company:—

Mr. W. P. Gundy, General Manager for W. J. Gage & Company, and now President of the Toronto Board of Trade, said:—"There is only one thing to think about it, it is done for advertising purposes. The primer which they put in for 3 1-5 cents will cost twice that for paper, plus work and binding. Upon the whole series they will expend 35 per cent. more than they get, without allowing for overhead charges. It is done for advertisement, of course."

Mr. Rose, of Hunter, Rose & Company, said:—"It is pretty fierce. I don't think the Government should be patted on the back for this. The material alone will cost 23.3 cents, and for the balance of the 39 they can't be bound. Eaton's are doing this as an advertising scheme. To look at the figures you would think the publishers here were robbers. Eaton's are going to lose without a doubt, but it will be a great big advertisement. The Government should be prepared to allow us a fair profit, as they force us to pay fair wages. They know that they are getting the books below cost, the

same as the writing books. It is no reflection on publishers, as any expert will tell you they will lose money at the price."

Mr. C. R. McCrory: Did they bid on them, or do you remember?

The Chairman:—I will have to apply the rule, Mr. McCrory.

TEACHERS CONDEMN THE BOOKS.

Mr. Morang:—It was a tremendous advertisement for the Eaton Company. I venture to say that if the contract had to be renewed today they would take it at a lower figure, before allowing it go to any other concern.

Now, you may want to know what the teachers thought about those books. Were they satisfactory? I will read you the criticisms as reported in the newspapers of Wednesday, March 30th, 1910—headed "FRANK LANGUAGE USED IN THE PUBLIC SCHOOL DEPARTMENT. INTERESTING PAPER BY F. W. WRIGHT OF ST. THOMAS. Teachers from all parts of the Province gather at the annual Convention of the Ontario Educational Association."

"After giving the new Ontario school text books a period of trial, the public school teachers, who assembled yesterday for the opening meetings of the 49th annual Convention of the Ontario Educational Association were called on to express their feelings in regard to them. There are nearly a thousand members in the Association, and the public school section is by far the largest section among them. Their meeting crowded the large East Hall of the University of Toronto to the doors, and the tense excitement was felt, when the report on the new readers was called for.

"The radical changes made in the primer, discarding the phonic system of teaching for the older method of alphabet teaching appeared such a reversion that most of those present were prepared to give strong expression to their feelings. And they did so, after the way of the English, in straight flung words and few.

ADVERSE CRITICISMS.

"Principal G. F. Fraser of Toronto opened the subject by reading one or two sample letters addressed to his committee on the subject of the primer.

"The first one said in part: 'The primer is of no use to

pupils taught by the phonic method until they have command of all the sounds, and it is of little use to pupils taught by any other method, as the book is arranged entirely without system. There is no sequence in the arrangement of the book, many of the early lessons being more difficult than those near the end.

“ ‘The script used in the first few pages is much too small. There are twenty-six pages of rhymes and jingles in the book. These have no value as problems in sight reading, being familiar to the children, and, for the same reason, make very poor material for exercise in expressive oral reading.

“ ‘The instructions to teachers appear on many pages of the primer. These annoy the children, who try to read but cannot understand them. The illustrations are not good, many being greatly out of proportion. Numbers of words are too difficult for little ones to learn to spell, as ‘musicians,’ etc. Many abbreviations are used in the book, ‘who’s’ is repeated thirteen times on one page.

“ ‘The words shall and will are misused on pages 78 and 89, and another error appears in the phrase ‘who has on’ on page 17. A portion of the dialogue is omitted on page 30; exclamation marks are omitted several times on pages 10 and 11; the nonsense verse at the close of the Hiawatha lesson makes an apparently foolish ending.”

“The criticism ended up with the statement:—‘The primer although of no use as a text book, some lessons may serve a very good purpose as a supplementary reader.’”

Here’s a resolution that another well known teacher put, and it was carried:

“As the new Ontario Primer is avowedly of no assistance in the teaching of reading, and as the Morang Primer has been used with success for the past eight years, be it resolved that the Government of Ontario be asked to re-authorize the Morang Primer.”

TEACHERS REASSERT THEIR OBJECTIONS.

Mr. Morang:—This criticism caused an awful flutter in Government circles. I might say that the Minister of Education in his Department is a Czar, and it takes considerable nerve for a teacher to speak out, because his advancement largely depends on the reports of Government officials. The Premier made a blustering reply to these criticisms, but the

teachers hit right back; and here is another resolution which was offered in reply to the Premier:

"That we regret the publication of the interview with Sir James Whitney, as reported in this morning's papers, and feel compelled to make reply.

"The Primer is not the only book of the new set of readers to which we take exception. It is the one which for the time being is under special consideration but there are many points in each of them which are considered very objectionable. We have the best authority for saying that these readers are not the work of a committee of teachers, but of the Government editor of text books, who ignored many important recommendations."

SUPPLEMENTARY READERS NECESSARY.

Mr. Morang:—This, gentlemen, is about the great set of Ontario readers at 49 cents which you have under consideration. In order to satisfy the teachers, who complain that these readers are unsatisfactory, the Government has commenced to adopt supplementary readers. They have at the present time "The Story of the British People" for 35 cents, "The Story of the Earth and its People" for 50 cents, and "Hygiene for the Young" 25 cents; total price \$1.10. Add this to the 49 cents, the retail price of the new readers, and you have \$1.59 against \$1.15, the price of the old readers. This is only the beginning of the patch-work. They will soon have to supply more books to supplement the ones prepared in haste for political purposes.

As an illustration of the conditions, a friend of an official of the Department of Education who has most to say in the matter of adoptions was allowed to write a supplementary reader. This book was produced by the Government and authorized for use in schools, with instructions that copies would have to be bought by the trustees and placed in school libraries for the use of the pupils. That meant a handsome profit in royalties or some form of honorarium for the author. The book was put in use, but was found to be so hopelessly inadequate, and so far below the same class of reader either in England or the United States, that the book was practically withdrawn. They are now authorizing a new reader, which is being prepared for them by a publishing house in Great Britain. This will correct the ill effect of the blundering

in this instance, but how can the Government account for the waste of money put into the preparation of the book written by the friend of the official?

FAULTS OF ONTARIO BOOKS.

In mechanical excellence, the books produced in Ontario can compare in no way with those used in the United States, which are the result of private and competitive enterprise.

Just a word about authorship, which I alluded to in my opening remarks: Shortly after the Government's text book scheme was put in operation, a well known Professor in the University of Toronto, an author of considerable note, wrote a long letter to the Premier of Ontario, protesting against the injustice done authors by the "Cheap Book" scheme. He pertinently asked this question: "How do you expect to get books, when you make the conditions such that it is not worth an author's while to write."

An eminent writer and a Professor in another large University has said of the scheme: "They expend the public money lavishly and extravagantly on the most expensive part of the books, and then produce an inferior article. It does not tend either to economy or efficiency. Besides, to discourage publishers is to make writing impossible."

Do you imagine, gentlemen, that any Government can step right into the making of school books where a publisher of twenty-five years' experience left off? Do you know of any business in which a man can enter with out experience, and compete successfully with those who have made a life time's study of the specific requirements of that business? It is impossible, and I regret, gentlemen, that this fake policy of the Ontario Government should have attracted any attention in the United States, where you are so many years ahead of us in the manufacture and publication of school books. No state in the Southern part of the United States has ever used books like those adopted in Ontario. It would, in my opinion, be taking a step backward to adopt such a policy. If anybody tells you that these books are filling the requirements in Ontario, they are either speaking in ignorance, or they are deliberately deceiving you. The favorable expression of opinion regarding it comes from officials of the Department of Education and from the Party press. I say emphatically, these books are not filling the requirements, and I tell you this, gentlemen, that before this

Ontario system is foisted on the people of any country, they should know the facts, and when they know all the facts, the people should ask themselves this question: "CAN WE AFFORD TO PAY THE PRICE?"

QUESTIONS AND ANSWERS.

Questions by Mr. C. R. McCrory:

Q. You say that the text of the Ontario Primer is practically worthless?

A. I beg your pardon. I did not say that. I read what the teachers said.

Q. All right. Wouldn't the publishers have printed a text, that was exactly perfect, at the same price that they printed an imperfect one at?

A. I don't know.

Q. To print a primer of 104 pages, using 400 words, would not cost any more, if you used the same number of words, same type, same paper?

A. Eaton would probably have done the same thing for the same price.

Q. Would not any other publisher have done it?

A. They would not do it.

Q. Would not any other publisher have done it, the same number of words?

A. Well, words are only one part of a primer.

Q. Use the same illustrations all through, same number of pages and bind it exactly alike?

A. I do not know.

Q. You don't know whether it would cost any more to print the primer?

A. I say I don't know whether a publisher would do it or not.

Q. What do you think?

A. I think, if a publisher had a primer, which he could afford to print for ten cents, and they offered another primer exactly like it, he would be a fool if he didn't print it for ten cents.

Q. That's not my question.

A. Well, what is your question?

G. If you offered a publisher a primer containing 1,000 words in the text of the primer, and you offered him exactly the same number of pages, that only contained for the primer

400 words, instead of using 1000, would that publisher make any difference in the words?

A. Just words, nothing else?

Q. If he printed a primer of 1,000 words, and you offered him another primer with 400 words at the same price, would he take it?

A. I think he would.

Q. Now you say the Ontario Government are using supplemental books. Didn't they use them before this?

A. I suppose they did.

Q. Were you not a printer in Ontario at the time?

A. A publisher. Printing and publishing are two different branches of the business.

Q. You appeared as a witness before the Committee?

A. Yes.

Q. They proved by that investigation in 1907 by you and other witnesses that Morang's Modern Geography cost 23.24 cents—that was your geography?

A. Yes.

Q. You sold it at retail at 75 cents? That true?

A. I suppose so, if it says I did. Is that my sworn evidence?

Q. It is the report that the Text Book Committee made.

A. There was a royalty on that geography. I cannot recall what the cost including the royalty was. I would not answer your question as to that evidence unless I saw all of it.

Q. You testified before that Investigating Committee that they had a publishers' trust against you?

A. They were against everybody.

Q. That included you?

A. Yes.

Mr. McCrory was asked by a member of the Committee to repeat his question in regard to the two primers containing 1000 words and 400 words respectively.

Q. I asked him if publishers would have charged any more for the publishing of the Ontario primer with 1000 words in it, if it contained only 400 words.

A. What publisher do you refer to?

Professor Woofter:—I think the thing is a little confused, and from the replies made I rather fear that the gentleman doesn't understand what you are driving at. Here's a primer of so many pages with 1000 words in it. Some of those

words are repeated of course, but it takes up so many pages. Here's another primer that has only 400 words, but those words are repeated oftener, so as to make up the same number of pages.

Mr. Morang:—I will tell you, Mr. McCrory, I am going to answer fairly all of your questions, and give you all the information at my command, but surely you do not want me to answer questions which I do not understand. I came down here to give you a little bit of history, and if you want to examine me on this report, you will have to adjourn this meeting, and allow me time to go over it so that I can testify positively.

Judge Nunnally:—Repeat your questions now, so that the gentlemen will understand just what you want.

Q. I want to know, would it cost any more to manufacture a primer with 400 words than it would with 1000 words, provided they contain the same number of pages and bound exactly alike?

A. Publish or print?

Q. Publish or print.

A. I will say no, it would not cost any more.

Q. At whose instigation did you appear here as a witness.

Mr. Shuptrine:—He has explained that, I think.

A. I came here by suggestion from Dr. Branham.

Q. Who is Dr. Branham?

A. He says he is the representative of the American Book Company here.

Q. Who pays your expenses for attending this meeting?

A. He said that he would pay them.

Q. Would pay your expenses down here?

A. Yes.

Q. Where do you live at?

A. Toronto, Canada.

Q. Do you know any special reason why Dr. Branham should be so much interested?

Judge Nunnally:—I object to putting that in the record.

Mr. McCrory:—Let me finish the question.

Q. Do you know any special reason why Dr. Branham should pay your expenses down here to appear before this committee?

A. Not any more than what he told me.

Q. He represents a school book house, does he not?

A. I suppose so.

Q. You are trying to prevent the State adopting the Ontario plan by furnishing certain facts that you think show that the State of Georgia ought not to do it?

A. I am not here to concern myself with any faction, or anything of the kind. I came here with that distinct understanding. I am not trying to prevent the State of Georgia from doing anything.

Q. Answer my question, please. I ask you if you are not here to show, if you can, certain facts that would prevent Georgia from doing like Ontario at the instance of a publishing house?

A. I am not here for that. I am here to tell about the Ontario system.

Q. You are not here trying to influence legislation about it, to be acted on by this Committee or the Legislature?

A. No, I am not here for that purpose at all.

Q. Your report then could have been published in a newspaper, and it would have had the same effect, would it not?

A. I don't know whether it would or not.

Q. Now you say you did appear before the Investigation Committee in 1907 to try to prevent—you were a publisher, at that time?

A. Yes.

Q. In 1907 in Canada you appeared before the Text Book Commission to try to prevent Ontario from having her text books edited, or securing the text and having them published by competitive bids, didn't you?

A. No, I never tried to do that at all.

Q. You did appear as a witness?

A. I did appear as a witness, but never to stop Ontario from doing anything in that line.

Q. It did appear in that investigation, and the report so showed it, that Morang's Modern Geography, which you sold for 75 cents, cost 23 3-4.

A. That alluded to just the manufacture, without royalty or cost of doing business.

Q. What was the usual royalty, if that's true?

A. Ten per cent.

Q. On a school book, that sells for 75 cents and that cost 23 3-4 cents?

A. We didn't get 75 cents. We had to give discounts under the Ontario Government of 35.

Q. That's what the child paid for it, was it not?

A. Yes, but we didn't get that for it.

Q. I am asking what the child paid for it. That's what they paid for it, was it not?

A. Yes.

Q. You say you would like to look over your testimony before I go into an examination of you?

A. I was before the Committee once or twice, but I have not read the report of this testimony for a long time.

Q. I see here the evidence of G. N. Morang—here is your testimony on page 126—you are head of the Morang Publishing Company, are you not.

A. Yes.

Q. I believe some years ago, in 1901, you had a decided wish to break into the publication of the Ontario readers?

A. I did.

Judge Nunnally:—What is the object of this examination?

Mr. McCrory:—I want to show that he testified there, and they did not regard his testimony as being of a great deal of value, but that they went ahead and adopted it, regardless of his testimony.

Mr. Morang:—They did not antagonize me at all. That inference is entirely wrong.

Mr. Shuptrine:—Well, I do not see what all this has got to do with what we have before us as a committee.

Mr. C. R. McCrory:—Well, if I can not examine him, then I will quit, and I will protest to the Legislature. (Left the room.)

Questions by Dr. G. R. Glenn:

Q. Mr. Morang, if the educational conditions are as bad as you have described them up there, why can't that condition be relieved? Why can't the people put an end to it, and get the books they want?

A. Because, Dr. Glenn, they have a contract which runs for ten years, and they are tied up.

Q. And the people cannot get any relief?

A. They cannot, as the Government has made contracts from

seven to ten years, and until these contracts expire the people will have to accept the situation.

Mr. McCrory (Returning).—I wish the stenographer to make note, that, whenever any other member of this Committee wishes to ask the witness a question, it is asked without objection, and when I ask him one, objection is made to it.

Mr. Brittain:—If you remember, you yourself asked a good many questions, where no objection was raised.

Mr. C. R. McCrory:—Well, it has come now to the time where it looks I cannot examine him at all.

Mr. Shuptrine:—You have been asking him questions from that book, if he did not testify before the Ontario Commission, and now you want to ask if he did not testify to this and that in that book. Let the whole book go in evidence. Time is too precious for us to read out each one of those questions, and put them to that gentleman again.

Mr. C. R. McCrory:—Well, I will tender all of Mr. Morang's evidence before that Investigating Committee.

There was no objection offered, and it was so ordered.

Mr. C. R. McCrory:—Also the evidence he gave when he was recalled. He was recalled as a witness before that Committee.

Mr. Morang:—If this is going in, I would like, in justice to myself, to have the report of the Commission as well as the evidence also put in.

Mr. Brittain:—With pleasure, sir.

MORANG BOOKS PRAISED.

Mr. Morang:—I want the report based on this inquiry put in, because this is what the Committee says about my evidence. Mr. McCrory said my evidence could not have been regarded very highly, because I had not received very much attention.

Mr. McCrory:—I said this, that they did not regard your testimony, but went ahead and adopted the thing anyhow.

Mr. Morang:—I will read this; "A survey of the books mentioned above, shows that they are just as poor in workmanship as the readers. In fact, some of them are worse. The P. S. Arithmetic, the P. S. Grammar, Rose's P. S. Geography, and some of the histories are very bad typographically. The type is too small, the paper poor, and the press work of a low grade. Most of them are wire stitched, which is uniformly condemned

both by teachers and experts. In mechanical execution, exception must be made of Duncan's Story of the Canadian People (Morang), Morang's Modern Geography, and Morang's Modern English Grammar. These books have a modern appearance, and met with the approval of the experts who examined them." That is how they regarded my evidence and books.

Questions by Mr. C. R. McCrory :

Q. These readers, which they were referring to, were the old readers?

A. Yes sir.

Q. These other books were the books then in use, and not the books now in use under the new order of things?

A. They were the old books.

Questions by Dr. G. R. Glenn :

Q. I want to bring out this. You are a citizen of Canada, and a close observer of the effect of these books on the educational system of Canada. I want to ask you, if in your judgment the educational interests of the children of Canada have been advanced or retarded by the adoption of these books?

Mr. C. R. McCrory :—Dr. Glenn, I think statistics would be the best evidence.

A. To my mind, they have been retarded. You have the evidence of the teachers. It is a great long step backward. That is my opinion, and it is the opinion of the many teachers. I have read you the expression of their opinion, and it has not been changed since 1910.

Questions by Mr. C. R. McCrory :

Q. If under that system, illiteracy has increased in Ontario you would pronounce it a bad system, would you not?

A. Has it increased?

Q. I am asking you, if it has increased in Ontario, you would pronounce it a bad system, would you not?

A. I do not know whether I would or not. If illiteracy has increased, the children do not go to school.

Q. Under the use of those books?

A. Yes, under the use of any books.

Q. If in Georgia, under the present system we are laboring under, illiteracy has increased in Georgia in five years, would you call that a good system?

A. I would not if you had a compulsory law for going to school, the same as we have in Ontario.

Q. Without a compulsory law, if illiteracy has increased by the use of books, would you say, with the very best books, with the high books, as compared with the books you are using, high-priced books—where a set of books in Georgia cost \$7.90, as against the Ontario price, about \$3.50 for the same books—would you say that Georgia had the best system by paying \$7.90?

A. I would not take that as a test of the books, an illiteracy test, because there are so many things which enter into it. I would not blame the books for that. How do I know that the children use the books in Georgia?

Q. If I supplement this by introducing in evidence certificates from the Ministers of Education in Ontario that illiteracy has decreased to less than one percent, while in Georgia, by the use of high school books illiteracy has increased?

A. With compulsory attendance of school?

Q. No, but by the use of these books.

A. You mean the non-use of the books.

Q. We have never in Georgia had compulsory education.

A. How do I know then that they use the books? I do not know that they do use them. If illiteracy has increased here, I take it they have not used the books.

Q. Would you favor compulsory use of a school-book where a child was not able to buy it?

A. No, if he could not afford it.

Q. Do you know—or we might suggest—that charitable associations, like Atlanta, send out a report for help to buy school-books?

A. Toronto furnishes books free, and the children there are not looked upon as paupers.

Q. Ain't the illiteracy of Toronto less than that of any city in Ontario?

A. I do not know whether it is or not.

Q. Haven't you got the most perfect system of schools in Toronto of any city in Canada?

A. No, we have not; Toronto is no better than London, Kingston, or Hamilton.

Q. They all furnish free school books?

A. I think they do in Kingston, in London, and in Toronto.

Q. Is it not true that, where you have free school books, illiteracy decreases faster than where they have to buy the books?

A. Inspectors and school book authorities tell me that there is more interest taken in education where the pupils buy the books than where they are given to them. They take better care of the books and there are better results all around.

At this hour—1.00 p. m.—the committee took a recess until 2.00 p. m.

Pursuant to adjournment above noted the Committee resumed the hearing at 2.00 p. m.

Mr. George N. Morang was again open to questions.

Questions by Dr. G. R. Glenn :

EDUCATORS OPPOSE ONTARIO BOOKS.

Q. I would like to ask Mr. Morang to state a little more definitely, please, what he knows as to the feeling of the teachers in Canada. He read a part of the testimony there, but I wish for him to state what he knows as to opinion of the teachers as to the harmfulness of the continued use of these books there, whether their work is retarded or not.

Mr. McCrory:—I suggest that the statistics as to whether illiteracy has increased there or not would be the highest and best evidence of that fact. That would prove it more conclusively, and I would also like to ask if that teacher is interested in the sale of school books or not.

Mr. Morang:—Dr. Glenn, the best answer I can give to that question is to read you a short editorial from the *Toronto Globe*, which is one of the foremost newspapers in Canada. It is headed "TEACHERS AND THE SCHOOL BOOKS."

"Sir James Whitney got his answer from the teachers of Ontario. That answer was inevitable. The premier dogmatized on points on which he has no expert knowledge. His contemptuous resenting all criticism of the new school books was all very well as a 'bluff,' but, when he challenged the intelligence and competence of the teaching profession, he took a gambler's risk. The Ontario Educational Association called his bluff. The teachers, speaking out of exact knowledge and practical experience, very promptly and very properly gave back their answer. They told him the books in question were unsuitable for school purposes. It would have been more seemly had the Premier of Ontario left his responsible subordinates in the Education Department to make reply to the criticisms offered by experienced educationists.

"It required some courage for the teachers to speak out. Many in the profession are said to live and work in unwholesome fear of the autocracy in the Education Department."

Mr. Morang:—"That's what I referred to to-day."

"They have the suspicion that promotion in their profession is to a degree dependent on subservience to the powers that be. That suspicion may be groundless, but in the face of it courage and a sense of duty were needed to give public expression to the wide spread dissatisfaction with the new school books.

"That dissatisfaction ought to have been expressed, for it is well founded. Cheapness is the one point in favor of the books. But cheapness in price is bought too dearly when it is accompanied by literary demerit and educational unsuitability.

"But what is to be expected when jingoism and pedantry rather than literary discrimination and firsthand knowledge of the requirements dictated the editorial policy of the Department in preparing these books? The chief editor defended the reintroduction, after forty years, of the misspelling of words from the Latin, such as 'labor,' 'vapor,' 'rigor' in direct contradiction of the most competent English scholarship, because, forsooth, it is still 'labour' in England, don't you know. The reactionary spirit in the Department is moving backward, while the Ontario Educational Association is for progress."

FINAL QUESTIONS AND ANSWERS.

Questions by Mr. McCrory:

Q. How were school books selected in Ontario prior to this law where the Minister now prepares the text or passes on it?

A. Selected by the Minister of Education.

Q. By competitive bids of the different authors?

A. The Minister selected the books.

Q. Didn't he ask for bids from the different authors?

A. No. He usually said, "You have a book we want and we will take it under certain conditions."

Q. He didn't have the Georgia law, inviting authors to submit his text and price of his books, to a board of six educators as in Georgia?

A. If there were four or five publishers of a history, he invited the publishers to send them to him for examination.

Q. He didn't have a board associated with him?

A. No.

Q. They have no board now?

A. Yes, they have what they call an Advisory Board. They seem not to pay much attention to it.

Q. The Advisory Board, as you state it, is administering to the children in the selection of school books?

A. Seems not to be.

Q. The Minister of Education could select more suitable books himself without any Board of Educators whatever?

A. I don't know. The Consulting Committee, which they have, they do not seem to consult.

Q. Then its only incompetent and incooperative hereditament?

A. That sounds good. (Laughter.)

Q. The previous Minister of Education selected the books himself?

A. Yes.

Q. Did the previous Minister select them?

A. Yes.

Q. Is there not in the multitude of counsel more wisdom?

A. Yes, if the counsel are not fools.

Q. Is it not a very harsh statement to say that he would assemble around him fools to select school books? Is that not rather a harsh statement?

A. I didn't say that he did. I did not say that they were fools.

Q. I will ask you this question; couldn't the Minister of Education, with the assistance of several learned educators, select better school-books than he did with fewer?

A. He ought to.

Q. But you say that he doesn't?

A. But he has not up to this time.

Q. Well, I'll send that to the Minister.

A. I wish you would.

